

Original
RECEIVED SEP 18 2012

Cover Sheet – Social Service Activity

AGENCY NAME: Center for New Americans
AGENCY ADDRESS: 42 Gothic Street, Northampton, MA 01060
AGENCY PHONE NO: 413-587-0084 CONTACT PERSON: 413-585-0908
CONTACT PERSON EMAIL: laurie@cnam.org
2013 CDBG REQUEST: \$29,000

1. Project Name: *Education and Career Coaching for Immigrants*

2. Project Description (1-2 sentences):

Center for New Americans offers a comprehensive adult education program designed to help immigrants achieve economic self-sufficiency and integration into the community. CNA's program includes English language and technology classes, literacy, career advising, and referrals to community resources. In the past, CNA has also offered family literacy programming and the organization is seeking to continue this service as well.

3. Project Location: *Amherst, 2nd floor of the Bangs Community Center*

4. Budget Request: *\$29,000*

5. Type of Activity (check one):

- ☐ Homelessness and sheltering
- ☐ Youth development
- ☒ X Adult education and job training
- ☐ Basic Human Services
- ☐ Emergency & preventive services: emergency rental assistance, emergency fuel assistance, emergency food and emergency shelter services that can include case management and coordination.
- ☐ Other – please explain

6. Demonstrate Consistency with Community Development Strategy

Center for New Americans' program is not only consistent with Amherst's Community Development strategy, but it is a vital part of the safety net which makes the Strategy achievable. That is, a key component of Amherst's Community Development Strategy, stated in the Master Plan and affirmed in the Strategy updates, is the community's commitment to maintaining diversity, to eliminating barriers to diversity, and to providing the resources necessary to make diversity possible. Center for New Americans represents one of those necessary resources.

By offering English and technology classes and a host of wrap-around services, CNA helps newcomers to acquire the tools and the confidence to integrate more easily into the community.

*Amherst's social service priorities this year include **adult education and job training**. CNA's*

comprehensive program is built on a foundation of English language and technology instruction for immigrant adults. Career advising is layered onto that foundation in order to help immigrants to plan and prepare for living wage jobs which take maximum advantage of their skills and background. The ultimate goal is to help Amherst's newcomers to acquire the skills which will enable them to attain economic independence and self-sufficiency. In the past, CNA has also offered early education and care for young children and family literacy programming for adults. Although this program was put on hold temporarily in the past year, due to a lack of funding, CNA has now identified funding that may help to reinstate the program in acknowledgement of students' need for and reliance on both the childcare component and the acculturation.

7. Describe how you will ensure that participants meet low/moderate income requirements

Center for New Americans has an intake process which documents income and family size.

8. National Objective

Benefit to low- and moderate-income persons

Estimate the number of low- and moderate-income persons to benefit from the Project:

Based on current year-to-date performance and proposed recruitment efforts, CNA believes the Amherst program will serve about 200 immigrants, 120 of whom are low-income Amherst residents.

Total number of individuals served : 200 total, 120 Amherst residents

Total Low/Mod individuals served : 120

Please submit responses to the following questions:

A. Please describe in full the project for which you are requesting funding:

Include information on the number of individuals or families to be served and who they are, i.e. disabled, low-income, homeless, etc.

Center for New Americans (CNA) is a community-based, non-profit adult education and resource center that provides the under-served immigrant, refugee and migrant communities of the Pioneer Valley with education and resources to learn English, become involved members of their communities, and obtain tools necessary to maintain economic independence and stability.

Center for New Americans requests funding to support its comprehensive adult education program in Amherst. CNA is seeking support for its English language and technology classes, literacy, and career advising services for immigrants. In addition, CNA believes that in collaboration with *Community Action!* and with both public and private support, it will be able to once again offer family literacy services in Amherst, in response to student requests, and it is seeking complementary funding for this service from CDBG, as in the past.

All of these program components are designed to address the isolation immigrants feel upon settling in a new community and having not yet attained proficiency in the English language and/or familiarity with cultural norms. Center for New Americans teaches English and technology, acquaints newcomers with cultural practices and community resources, and provides this education in the context of students' needs and requests. That is, students co-create the curriculum with teachers so that it is timely and relevant for them.

Details of CNA's program components are as follows:

- *Classes in English for Speakers of Other Languages (ESOL)* - CNA offers four levels of classes in Amherst. They range from Beginning (*Student Proficiency Level* or SPL of 0-2) to High Intermediate (SPL 5-6). The ESOL classes help limited English speakers to acquire speaking, listening, reading and writing skills in English. Classes meet seven hours per week over the course of 39 weeks.
- *Technology instruction* – Center for New Americans incorporates technology instruction into all language classes as both a tool to support English language learning as well as to access community resources. Given technology's increasing importance to both job seekers as well as workers, even in entry-level positions, Center for New Americans is continuously updating its technology instruction.
- *Career advising* – Center for New Americans has a long tradition of offering a broad spectrum of employment services. These range from individual advising, which can include assistance creating a resume, filling out applications, interviewing strategically; to small group field trips to the local Career Centers; to collaborating with employers in growth industries such as healthcare to create contextualized ESOL classes specific to the

particular industry; to partnerships with local community colleges to prepare ESOL students to pursue continuing education programs.

- *Family literacy* – Since the early days of Even Start programs, CNA has provided family literacy programming in Amherst. Even as funding was discontinued, CNA staff continued to collaborate with other providers in Amherst, including the Amherst Public Schools and the Amherst Family Center, to help parents become acclimated to the public school culture in the U.S. and prepare their children to thrive. Last year, funding cuts forced CNA to discontinue its early education and care program in Amherst. Current discussions with *Community Action!* about applying jointly for public support, and interest from a major private foundation suggest that CNA may be able to reinstate this program.

This past year, Center for New Americans has served approximately 175 newcomers in its Amherst program site, with 115 of them low income Amherst residents. Given the fact that CNA staff plan to broaden recruitment efforts this year (students have traditionally come to CNA through word-of-mouth and student referrals), CNA expects to serve 200 newcomers in Amherst with 120 of them Amherst residents.

Most CNA students (about 84%) are low or very low income, as determined by guidelines established by the Department of Housing and Urban Development. Many work in low-wage service sector jobs with little job security, no benefits, and little opportunity for advancement. In fact, recognizing that so many CNA students work in restaurants from early in the morning until late at night, CNA is starting classes one half hour earlier this year to accommodate students who had to leave class early to go to work.

B. What is the community's need for the proposed project/program?

Define the need or problem to be addressed by the proposed project. Explain why the project is important. Provide evidence of the severity of the need or problem. Who the affected population and why is this population presently underserved or not served?

Demographic information provided by the Massachusetts Department of Elementary & Secondary Education (DESE) for the Amherst Public Schools indicates that 16.4% of the elementary school children in Amherst come from homes where English is not the first language (consistent with statewide figures at 16.7%, although high for Hampshire and Franklin Counties), and 14% of Amherst elementary school children are themselves classified as limited English proficient (compared to 7% of children statewide).

Amherst's latest Community Development Strategy mandates supporting diversity in several places:

- under *Sustainability*, it commits "to give special attention to diversity when addressing issues such as town growth and housing, social services and schools;"
- under *Community Services*, it commits to "Make available services through

affinity and neighborhood groups, electronic media, multi-lingual brochures and newsletters. [For example, job training for recent immigrants, additional ESOL classes, etc.]”

The diversity of CNA’s students, who come from as many as fifty countries and speak more than thirty-five different languages, provides an idea of the breadth of Amherst’s diversity. In Amherst, CNA serves immigrants from Cape Verde, Ecuador, Brazil, Dominican Republic, Tibet, and China, among other places. These newcomers come to CNA with widely varying academic backgrounds.

Although most Amherst students arrive having had some education in their home countries, increasingly, CNA is serving students who have had very little formal education due to violence or other turmoil in their home countries. CNA is recognized by peer agencies as especially skilled in serving these students who face many learning challenges. Last year, a student in the Amherst beginners’ class who had never previously learned to read, composed and read her own poem for CNA’s annual *30 Poems in November!* Reading & Celebration.

There are other Amherst programs which serve immigrants, but none that duplicates CNA’s program. The Jones Library ESL program, which collaborates closely with CNA, provides one-on-one volunteer tutoring for immigrants. However, there are no group sessions nor are there comprehensive support services.

The Literacy Project offers classes for adult learners pursuing basic literacy education and/or a GED. CNA often refers students who have become proficient in English to The Literacy Project.

Another way that CNA differs from other programs is that CNA gives priority to newcomers who are re-locating to the area for the long-term. Given budget, staff, and space constraints, CNA refers the relatives and partners of Five College instructors to other programs.

C. Community Involvement

What process was used to select this particular project? How was the process responsive to expressed community need?

Define the process that will be used to maintain involvement of the project beneficiaries in the implementation of the project.

Center for New Americans has evolved from teaching English in Amherst to Tibetan students to a full-service program in several locations as a direct response to community needs and requests. In fact, CNA’s most recent growth – the establishment this past spring of a class in Turners Fall – is the latest example of CNA’s receptivity to community needs. In addition, CNA’s recent establishment of an Alumni Association acknowledged students’ interest in remaining in touch and engaged with the CNA community.

On another level, Center for New Americans staff participate in coalition meetings, such as the Amherst Human Services Network, through which providers discuss and address resident needs.

With respect to maintaining the involvement of the project beneficiaries in the implementation of the project, CNA goes to great lengths to elicit student feedback. First, CNA is based on a participatory learning model which is premised on student involvement. CNA students make learning requests every week which inform teachers' curriculum development. For example, students might indicate that they would like to learn how to read a bus schedule. In addition, students maintain learning logs and fill out class evaluations. Finally, one goal of CNA's recently established Alumni Association is to provide ongoing feedback on program effectiveness.

D. Project Feasibility

The project impact will be evaluated upon the extent to which the response meets the following criteria:

1. Describe what evidence exists to show that the community at large or project beneficiaries will use the project. Include documentation of demand for the activity through summary descriptions of surveys, inquiries, waiting lists or past participation.

1. Evidence that the community at large or beneficiaries will use the program – As indicated earlier, for the most part, students enroll in Center for New Americans' classes because they have been brought and/or referred by word-of-mouth by other CNA students who have found CNA's classes to be valuable and relevant. Classes are filled because immigrants tell other immigrants about them.

At present, as in past years, CNA has a waiting list at its Amherst program site.

In addition, past participation indicates that CNA has consistently higher attendance rates than many other adult education programs statewide (as monitored by the Massachusetts Department of Elementary & Secondary Education). This demonstrates that CNA's program is relevant to constituents' needs.

2. Availability and source of matching or other funds – Center for New Americans receives annual funding from the Massachusetts Department of Elementary and Secondary Education (DESE) which funds a significant portion of the project. As a condition of its funding, DESE requires that programs provide matching funds. In addition, Center for New Americans is a partner agency of the Hampshire County United Way.

3. Roles and responsibilities of all personnel in addition to internal controls -. Center for New Americans programs are implemented by a veteran staff many of whom have been with the organization for over 10 years. Roles and responsibilities include teaching students, assessing students' actual proficiency levels and progress; counseling students and referring them as needed to community resources; advising students on career options and helping them to plan for next steps. Internal controls are implemented through ongoing and documented staff supervision, student feedback and evaluations, regular staff meetings.

Internal controls are also overseen by Center for New Americans' Board of Directors and an independent auditor. CNA's board treasurer is Sheryl Sadler-Twyon, a Vice President at Florence Savings Bank who serves as the Bank's Chief Compliance Officer.

4 Past accomplishments, expertise, successful completion of past activities - Center for New Americans is funded and licensed by the Massachusetts Department of Elementary & Secondary Education, the state's primary licensing and funding agency for education programs. In the recent five-year re-funding process, quite a few agencies were de-funded. In recognition of CNA's strong past performance, CNA received an increase in its funding. This move attests to the quality and viability of CNA's program.

Center for New Americans has served immigrants in Western Massachusetts since 1992. Its proven learner-focused educational model, staff of veteran teachers, and responsive management contribute to the agency's positive reputation throughout the state.

CNA is fortunate to annually attract over 60 volunteers who range from college students to retired professionals. Their investment of time translates to valuable individual attention for CNA's immigrant students.

5. Please submit a program budget that includes all sources of revenue and all expenses.

E. Impact

Describe the impact the activity will have on the specifically identified needs. What measurable improvements will result from the activity? How much of the need will be addressed? Define the direct and indirect outcomes that will result from the project. Identify quantitative and qualitative measures determine that the outcomes are achieved.

CNA's ESOL classes will help students to improve their spoken and written English language skills. Immigrant students who attend classes regularly will be able to participate in their new community by making and receiving phone calls in English, asking questions of their health provider, communicating with their child's teacher. The direct outcomes that CNA anticipates include learning gains, which are measured using the BEST Plus test, a standardized assessment, and goal achievement, which students document and which CNA also monitors. The indirect outcomes that result from participation in CNA's program include improved employment, small business development, purchase of a house, participation in continuing education programs.

F. Evaluation

Goals & Assessments: Please explain your short-term goals and long-term goals. Describe the changes in the target population that indicate the program's success. How will these changes be measured? Will anticipated changes affect the municipality's responsibility to this target population? How will the impact of this service on individual clients be tracked

over time? Will there be additional beneficiaries? Will this service enable clients to become self-sufficient? How is this service linked to other human/social service programs in the community?

Center for New Americans' short-term goals are for immigrants to attain proficiency in the English language and in technology so that they can communicate effectively in the community. This skill opens any number of doors and helps newcomers to feel less isolated and more connected.

CNA's long-term goals are for immigrants to attain self-sufficiency, which we define as securing stable housing and employment at a living wage. To the degree that immigrants are self-sufficient, they are not dependent on the Town of Amherst but rather contributing to the Town.

Census data confirms that Hampshire County has been and remains a destination for immigrants, that the influx of immigrants continues to undergird any population growth in the region, and that immigrants traditionally integrate quickly and effectively into the fabric of the community.

As indicated earlier, CNA's primary funder, DESE, has a template for tracking student learning gains and goal achievement. Not only does CNA track student progress, but CNA ranks among the top 10 adult basic education agencies statewide.

CNA's establishment of an Alumni Association last year also seeks to track students' progress long-term by encouraging them to report their goal achievement milestones. In terms of CNA's impact on additional beneficiaries, there is no doubt that CNA's program has an exponential effect. Often, one member of a family will participate in CNA's classes, and then will invite a spouse, a sibling, a parent. In addition, there is a clear impact on the children of CNA's adult students. As the adults become more confident and more adept at navigating town services, they become better able to support their children.

In terms of linkages to other human/social service programs in the community, Center for New Americans staff are regularly in touch with staff from the Amherst Survival Center, the Center for Women and Community, the Amherst Regional Public Schools, Big Brothers, Big Sisters and others.

G. Agency Information

Please provide an overview of your organization, including length of time in existence, experience in successfully conducting activities for which funding is being sought, and skills and current services that reflect capacity for success.

Center for New Americans (CNA) is a community-based, non-profit adult education and resource center that provides the under-served immigrant, refugee and migrant communities of Massachusetts' Pioneer Valley with education and resources to learn English, become involved members of their communities, and obtain tools necessary to maintain economic independence and stability.

As indicated earlier, Center for New Americans was founded in 1992 as the English Language component of the Amherst-based Tibetan Resettlement Program. In this capacity, it served 15 students. Twenty years later, Center for New Americans has program sites in Amherst, Northampton, Greenfield, and Turners Falls and serves students who come from those communities, as well as from Holyoke, Chicopee, Easthampton, and Sunderland. CNA annually serves over 450 students from 50 countries who together speak over 35 different languages. CNA is widely recognized by funders as well as partner organizations for its successful participatory learning model and for the strength of its relationships with its immigrant students.

CNA offers a spectrum of services including English language and technology instruction; support services, including counseling and referrals to community resources; career advising; citizenship application assistance; and family literacy programs. CNA is fortunate to count on a veteran staff of well-trained teachers, an engaged Board of Directors, a corps of loyal volunteers, and strong relationships with other service providers in the community.

CNA is secure in its funding with its primary funder, DESE, and has been fortunate to receive renewed support from such funders as the Community Foundation of Western Massachusetts and Hampshire County United Way.

CENTER FOR NEW AMERICANS**Organizational Budget Summary - FY-2013 - September 1, 2012 to August 31, 2013**

EXPENSES		
Personnel		
Administration & Program Coordination	\$	131,206
ESOL Program	\$	155,791
Support Services Program	\$	45,141
Volunteer Program	\$	13,549
Citizenship Program	\$	8,457
Computer Program	\$	17,144
Fringe Benefits	\$	103,961
Non-Personnel		
Contractual	\$	19,100
Supplies	\$	9,500
Travel	\$	3,000
Other	\$	81,350
TOTAL EXPENSES	\$	588,199

REVENUES		
DOE 359	\$	363,046.00
DOE 540	\$	34,755.00
N'ton CDBG	\$	8,365.00
G'fld CDBG	\$	29,032.00
Amherst CDBG	\$	25,000.00
ORI	\$	9,655.00
U. Way - FC	\$	14,642.00
U. Way - HC	\$	20,000.00
Commonwealth Corp.	\$	3,002.40
Dow Jones	\$	14,482.00
<i>Fundraising projected</i>	\$	40,000.00
<i>Misc. Foundations/Grants Projected</i>	\$	26,220.00
TOTAL REVENUES	\$	588,199

PROJECT BUDGET FORM - Amendment

Program Name: Center for New Americans

Program Period: **12 Months**
September 2013 through August 2014

PERSONNEL Position	Hourly Rate	Hours Per Week	# Weeks	Total Program Cost	CDBG Cost	Non-CDBG Cost
ESOL Teachers	\$ 19.89	58	40	\$ 46,145	\$ 2,500	\$ 43,645
Education & Career Advisor	\$ 17.37	8	46	\$ 6,392	\$ 2,100	\$ 4,292
Support Services Assistant	\$14.79	5	40	\$ 2,958	\$ 2,500	\$ 1,000
Computer Instructor	\$ 17.37	10	46	\$ 7,990	\$ 2,500	\$ 5,490
Volunteer Coordinator	\$ 17.37	7.5	52	\$ 6,774	\$ 500	\$ 6,274
Executive Director	\$ 33.33	10	52	\$ 17,332	\$ 1,250	\$ 16,082
Fiscal Coordinator	\$ 20.50	8	52	\$ 8,528		\$ 8,528
ESOL Coordinator	\$ 20.50	14	52	\$ 14,924	\$ 1,250	\$ 13,674
Planning and Development	\$ 25.00	6	52	\$ 7,800		\$ 7,800
TOTAL SALARY				\$ 120,441	\$ 12,600	\$ 107,841
Benefits & Taxes @ 28%				\$ 33,723	\$ 4,272	\$ 29,451
TOTAL PERSONNEL				\$ 154,164	\$ 16,872	\$ 137,292
Non-Personnel						
Rent, utilities, security				\$ 16,800	\$ 8,000	\$ 16,800
Telephone				\$ 1,480		\$ 1,480
Insurance				\$ 1,610		\$ 1,610
Postage				\$ 800		\$ 800
Supplies and Materials				\$ 1,000	\$ 144	\$ 856
Travel/Mileage				\$ 1,410		\$ 1,410
Contractual - Early Childhood				\$ 24,800	\$ 3,984	\$ 20,816
Accounting				\$ 1,800		\$ 1,800
Reproduction/printing				\$ 760		\$ 760
Advertising				\$ 230		\$ 230
Community Events				\$ 180		\$ 180
Fees Subscriptions				\$ 95		\$ 95
other: child care reimb.				\$ -		\$ -
other: transportation reimb.				\$ 380		\$ 380
other:						
other:						
other:						
TOTAL ADMINSTRATIVE				\$ 51,345	\$ 12,128	\$ 39,217
TOTAL PROGRAM COSTS				\$ 205,509	\$ 29,000	\$ 176,509

